DOCUMENT RESUME

ED 083 304 TM 003 269

AUTHOR	Grotsky, Jeffery N.; And Others
TITLE	Guidelines "PEP," Peer Evaluation Program. A Systematic Approach for Evaluating Educational Programs, 1973-1974.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
PUB DATE	Aug 73
NOTE	40p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Educational Accountability; Educational Administration; *Evaluation Techniques; Formative Evaluation; Guides; *Instructional Improvement; Intermediate Administrative Units; Intervention; *Peer Relationship; *Program Evaluation; *Self Evaluation; Special Education; Systems Analysis
IDENTIFIERS	*Peer Evaluation Program; PEP

ABSTRACT

The Peer Evaluation Program (PEP) has been instituted by the Division of Special Education, Pennsylvania State Department of Education, to allow intermediate units an opportunity to continuously improve their programs. The advantages of the PEP system are: (1) it is a self-improvemem system of program development; (2) PEP allows local autonomy as to what changes are to occur; (3) PEP builds into the evaluation structure a deliberate mechanism for the change process and for implementing strategies derived; (4) feedback is meant to be formatively specific rather than descriptively general; (5) PEP serves valuable in-service and consultation function; (6) there is participation of all staff members at the local level; and (7) many changes can be identified that require no increase in resources. General procedures of the program are outlined; these relate to: Pre-Visit Preparations (internal evaluation, selection of evaluators, requested time lines, in-service programs, internal reports, and selection of evaluation team members); Arrangement for On-site Visits; On-site Visits (arrival, procedures, and post-visit feedback); Change Mechanism for Implementing Recommendations (local team, final disposition of "change strategies," implementation and monitoring of board resolutions). The most important single component of the PEP is the selection of the evaluation team; criteria for selecting the members are provided. Two evaluation forms are included: "Teacher Input for Self Evaluation" and "Criteria for Use in Both Self- and Peer-Evaluations." A flowchart of the PEP is provided. (DB)

ED 083304

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

GUIDELINES

"PEP"

PEER EVALUATION PROGRAM

A Systematic Approach for Evaluating Educational Programs

1973 - 1974

TM 003 269

Bureau of Special and Compensatory Education

Division of Special Education

Pennsylvania Department of Education

Commonwealth of Pennsylvania

Harrisburg, Pennsylvania

FILMED FROM BEST AVAILABLE COPY

PEER EVALUATION PROGRAM (PEP)

Another advance of the Bureau of Special and Compensatory Education to improve the education of handicapped children.

John C. Pittenger, Secretary of Education,
Pennsylvania Department of Education

Donald M. Carroll, Jr., Deputy Secretary and Commissioner,
Office of Basic Education

Ferman B. Moody, Director,
Bureau of Special and Compensatory Education

William F. Ohrtman, Chief,
Division of Special Education

Jeffery N. Grotsky, Coordinator of PEP Project,
Division of Special Education

August, 1973

OCT 18 1973

MONTGOMERY COUNTY INTERMEDIATE UNIT

Special Education Center

1605-B WEST MAIN STREET, NORRISTOWN, PENNSYLVANIA 19401 PHONE 215-539-8550

October 16, 1973

ERIC Clearinghouse on Tests,
Measurement and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

Gentlemen:

We are enclosing two (2) copies of a program evaluation document entitled, "Guidelines: 'PEP', Peer Evaluation Programs: A Systematic Approach for Evaluating Educational Programs." The document contains an innovative approach to statewide evaluation that is currently being implemented in the Commonwealth of Pennsylvania. We think others at the national, state, and local levels would also be interested. Thus, we hope the document can be made available through Research in Education (RIE) and ERIC microfiche.

If you consider the document appropriate for inclusion in ERIC, the following mechanical details might be of some help in cataloging and indexing. The date of publication is August, 1973, and the authors should read Jeffrey N. Grotsky, Barton B. Proger, Robert C. Warkomski, David L. Hayden, William Murphy, John A. Abbruzzese, Jr., and Earl Bonnett. While we do not have an ERIC Thesaurus before us, I would suggest descriptors as follows: Program Evaluation, Accountability, Educational Management, Instructional Evaluation, Needs Assessment, Formative Evaluation, Accreditation, and Systems Analysis.

Note
AB

Please notify me of your decision to include or reject the enclosed document for your ERIC system. Thank you for your attention to this matter.

Sincerely,

Barton B. Proger

Barton B. Proger, Ed.D
Coordinator of Evaluation Services

BBP/mec
Encl.

Infrequent 11-5

SPECIAL EDUCATION-BLUE LINE COMMUNICATION

TABLE OF CONTENTS

I. Acknowledgements

II. Participant Notification by Division of Special Education

III. Philosophy and Rationale

IV. General Procedures

V. Selection of Team Members

VI. Evaluation Form: "Teacher Input for Self-Evaluation"

VII. Evaluation Form: "Criteria for Use in Both Self - and Peer - Evaluations"

Acknowledgements

The manual represented here for the 1973-1974 version of the Peer Evaluation Program (PEP) is the result of many inputs. In terms of developmental field testing during 1972-1973, Intermediate Unit personnel was represented by Dr. John A. Abbruzzese, Jr. (Special Education Director, Colonial Northampton IU No. 20) and Mr. Earl Bonnett (Special Education Director, Appalachia IU No. 8). Representing the Division of Special Education during the 1972-1973 field testing and during preparation of this manual were Mr. Jeffery N. Grotsky (Advisor, Professional Training Programs) and Mr. Robert C. Warkomski (Supervisor for Speech and Hearing Programs). Representing the school district level in preparation of this manual was Mr. William Murphy (Director of Special Eudcation, Harrisburg City Schools). Representing general support services for various special education programs was Dr. David L. Hayden (Director, National Regional Resource Center of Pennsylvania). Finally, representing the field program evaluation for preparation of this manual was Dr. Barton B. Proger (Director of Evaluation and Dissemination, Pennsylvania Resources and Information Center for Special Education).

PARTICIPANT NOTIFICATION BY DIVISION OF SPECIAL EDUCATION

A. Hershey, Pennsylvania

August 13, 1973 (Special Education Directors)

1. To disseminate peer evaluation guidelines
2. To discuss protocol related to evaluation procedures

B. Follow-up Special Education Directors' Meeting in September 1973, to answer any questions.

PHILOSOPHY AND RATIONALE

Change for the sake of program improvement in Special Education has usually been left to more or less informal processes. Small day-to-day changes are always made by teachers, psychologists, administrators and so on. However, such changes typically do not have a wide-range effect on the total program structure and operations. In line with notions of accountability, the Peer Evaluation Program (PEP) has been instituted by the Division of Special Education to allow intermediate units an opportunity to improve their programs continuously. There are many advantages to the PEP system as outlined in "General Procedures".

First, PEP is to be considered a self-improvement system of program development. It is a system of peer-help and self-help done in a mutual give and take professional fashion. Individual staff members are not under scrutiny. The intermediate unit program as a whole is the only thing being evaluated for purposes of common-sense improvement. The ultimate goal is to make system-wide changes in intermediate unit programs rather than the usual, isolated improvements that occur without the knowledge of other staff members.

Second, PEP allows local autonomy as in the matter of what changes are to occur. After both the self-evaluation and on-site peer evaluations have occurred, it is left to local IU staff as to what changes are feasible and appropriate at the given time (compatible with local constraints and context), which changes will be carried out and how they will be implemented. Final approval of the changes anticipated and amendments to IU plan remain in the hands of the Division of Special Education as the approving body of

IU Special Education plans. Thus, the changes to be attempted are self-initiated and not forced upon the IU. However, it should be noted that a basic assumption of the PEP system is that if an IU is not attempting major changes in program structure, philosophy, curriculum, etc., then something is askew.

Third PEP builds into the evaluation structure a deliberate mechanism for the change process and for implementing strategies derived therefrom. It has been demonstrated that formal program evaluations that go only so far as to submit a written report are not very effective. In this sense, the vast majority of program evaluation efforts have not achieved the desired change. Administrators charged with program control and improvement might have been able to read through the report and perhaps have done some serious thinking about changes that are recommended. However, because of lack of time and lack of specific recommendations, usually no changes of real consequence ever occurred. Thus, evaluation reports usually gathered dust till the next program evaluation session. In comparison, PEP structures a Change Committee to consider where legitimate problem areas are on the basis of both self- and peer-evaluation feedback, what alternatives exist to overcome the deficiency, what the pros and cons of each alternative are with regard to effects on the total system, and choosing a final change strategy and means of implementing it.

Fourth, the PEP feedback is meant to be formatively specific rather than descriptively general. While it would have been possible to use accreditation-type checklists (such as Middle States criteria or the Pennsylvania Standards for the Operation of Special Education Programs and Services), these are only minimal standards that tell what a program should or should not have but not how to correct it. Thus, only a general description is

provided by accreditation checklist standards. On the other hand, PEP provides specific feedback of a formative nature that helps administrators implement meaningful, in-process changes.

Fifth, PEP serves valuable in-service and consultation functions. The peer team that is visiting the other IU will see a wide diversity of strong and weak services in operation. The alert team member will not only take note of strengths and weaknesses for the purpose of the people whose programs are being evaluated, but will also take mental note of how such ideas can be used back in their own IU. Similarly, the IU whose programs are being evaluated can look upon the peer evaluative findings as truly substantial consultation coming from people who can identify with the specific types of problems of the local IU.

Sixth, there is participation of <u>all</u> staff members at the local level. In the beginning of the year teachers are asked to examine areas of strength or weaknesses and make specific recommendations. Feedback becomes part of the self-evaluation process involving supervisory and other local administrative staff. Thus, all local staff have had a chance to identify with the programs.

Seventh, many changes can be identified that require no increase in human or non-human resources. Planning viewed as a process directs attention to the activities in which humans engage themselves. PEP highlights the concept of co-mingling resources by focusing on the individual needs of exceptional children and youth and delineates who and how best the resources can improve each individual's planned special education intervention progression.

Expanding PEP

PEP will be implemented to evaluate all intermediate unit special education programs during the 1973-1974 school year.

During the 1973-1974 school year, a pilot project using PEP will be initiated in school districts that operate special education programs. This pilot project will field test the PEP approach on another level; the school district operation of special education programs and services.

It is felt by the staff that through developing PEP, this systematic peer evaluation program can have a wide ranging effect on evaluating any educational program. It is hoped that PEP will be used to evaluate general education programs in the near future. The PEP staff will work with other agencies in planning and implementing PEP into general program operations.

PEER EVALUATION PROGRAM

1973-1974

GENERAL PROCEDURES

1. Pre-Visit Preparations

   A. Internal Evaluation (Self-Review) - all intermediate units will be required to develop self-review protocol which will enable the Local Education Agency staff to determine their own individual strengths and weaknesses and to provide relevant feedback concerning recommended change where needed.

   B. Selection of Evaluators (Self-Review) - all currently employed special education staff members will be asked to participate in the internal (self-review) evaluation phase of this program. Criteria will be devleoped and can be found in the Teacher-Feedback section of this procedures manual.

   C. Requested Time Lines (Self-Review) - internal evaluations are to commence after the third week of the school year beginning in Spetember and should be concluded by November 15.

D. In-Service Programs (Self-Review) - it is recommended that the special education director, acting as Evaluation Chairman, shall provide appropriate in-service activities designed to acquaint all staff with the evaluation protocol to be used, etc.

E. Internal Reports (Self-Review) - between November 15 and December 14, all internal reports are to be written, completed and submitted to the Chairman for review and compilation. The finalized document shall then be submitted to the Bureau of Special and Compensatory Education, Division of Special Education. Also, each special education staff member employed by the LEA shall receive a copy of this report, provided by the intermediate unit.

F. Selection of Evaluation Team Members (External Evaluation) - the special education director shall select team members who will externally evaluate other special education programs, i.e., programs from surrounding or nearby intermediate units. Procedures for selecting these team members can be found in the "Selection of Team Members" section of this report.

11. Arrangements for On-site Visits (External Evaluation)

A. The Chairman will contact the intermediate unit special education director whose program is to be evaluated and shall request:

1. Dates for external evaluation (should take place between January 15 and March 1)
2. Intermediate Unit Special Education Plan
3. Areas of Special Education programs that need "special attention" from evaluators

B. The intermediate unit special education director shall inform his executive director, board, news media and other appropriate dissemination sources of the on-site visit. This information shall contain the purpose of the visit and what its impact will have on the Special Education program. All information should be provided at least two (2) weeks from the actual on-site visit.

C. The intermediate unit special education director shall notify, by letter, the intermediate unit to be evaluated. This shall include the dates of the evaluation, name of committee members and final confirmation related to:

1. Accommodations
2. Hospitality arrangements, etc.

III. On-site visits (January 15 - March 1) - The following procedures identify the mechanics of the on-site evaluation team.

A. Arrival - All team members shall arrive the night before. A general orientation meeting shall be scheduled (7:00 PM) by the local special education director with the evaluation team. The local special education director shall:

1. Bring to the attention of the team those areas of the program that have been specifically identified as "weak" by his own staff, or Pennsylvania Department of Education (Division of Special Education)
2. Review by mutual agreement, how the agenda shall be followed during the three day visit.

B. Procedures

1. 1st day (AM) - detailed discussion with each supervisor about his or her program.

2. 1st Day (PM) - actual visitation of programs

3. 2nd Day (AM-PM) - continued program evaluations

4. 3rd Day (AM) - each team member prepares informal evaluation notes to be used as guides to presentation before local staff members.

(AM) Discuss with Chairman how best to present findings to local staff.

(AM) Recommendations shall be made by Chairman to the team members to identify exemplary areas of the program. However, the local point of each presentation should identify weaknesses with specific recommendations for improvement.

(PM) Luncheon - formal verbal presentation of findings.

C. Post-Visit Feedback

1. The Chairman shall request individual team members to submit, in writing an evaluation report within ten (10) days.

2. Twenty (20) days after receiving these reports the Chairman shall submit the compiled findings (original and five copies) to the director of the Bureau of Special and Compensatory Education.

IV. Change Mechanism for Implementing Recommendations

A. Local team

1. Analyze all feedback (self-evaluation reports compared with peer evaluation reports) and other evaluative reports, e.g., Federal Title III Program.

2. Agrees upon a strategy for change. This means:

a. The identification of appropriate area for change

b. Procedures for implementing change in each area

c. Analysis of implications for overall intermediate unit functioning when a particular procedure is implemented under any given area of change.

d. Under any given area of change there shall be a selection of the most feasible alternative for implementing the identified area of change.

B. Final Disposition of "Change Strategies"

The Chairman discusses recommended change with the executive director prior to presentation to the Intermediate Unit Board. The executive director and chairman must agree upon the strategies for change and write amendments to the Intermediate Unit Plan prior to submission to the intermediate unit board for acceptance. The executive director and/or special education director (protocol) present amendments to intermediate unit board for approval. Appropriate resolutions shall be made and be submitted to the Division of Special Education as part of the intermediate unit plan. Resolution shall be submitted in accordance with Department of Education policies (July 1) as part of its dissemination procedures. The local intermediate should submit the final results of the evaluation to the local news media for immediate release.

C. Implementation and Monitoring of Board Resolutions

The local staff shall be directly involved in the implementation and monitoring of the board resolution which were the result of the evaluation team's activities. Major steps shall be identified and agreed upon that will assure the implementation of resolutions and provide built-in "local" monitoring system.

Division of Special Education staff personnel shall, during the ensuing school year, closely monitor these changes which were recommended for implementation. An important aspect of this monitoring will be the new cycle of peer evaluations.

Selection of Team Members

The most important single component of the peer evaluation program, (PEP), is the selection of the evaluation team. Usually, the chairman will be the intermediate unit director of special education. In most cases the team members selected will be supervisors, instructional advisers, or master teachers because of their expertise and their programwide knowledge of intermediate unit operations. The chairman shall make all team member selections by keeping the following criteria in mind:

A. Amount of practical experience the potential team member has had in the areas of supervision and instruction in fields of exceptionality.

B. Amount of theoretical background, current awareness and interest, and level-headed analytical skills the staff member displays with regard to the fields of exceptionality.

C. Personal qualities that are conducive to working as part of a team, to presenting sometimes delicate findings in an inoffensive yet honest and constructively critical fashion, and other interpersonal qualities.

D. Ability to objectively "evaluate" total programs, not only from teacher level, but more as a component of the whole intermediate unit plan.

The chairman of the team must look at the selection in two ways. First, he must look for the areas in the intermediate unit program that he feels represent the bulk of operations in the intermediate unit and select those people that have the responsibility of supervising those areas. This is the evaluation component. Second, he must look at the areas of the program that he

believes need change and select one or more people most appropriate to looking at a program that apparently is weak.

The following is a suggested team that may be involved in PEP. This list is intended to be a guideline in the process of selecting a team, and some of the members and grouping may not be applicable to a given intermediate unit. However, each of the major program areas of an intermediate should be included in team selection. Each team should consist of from six to eight members and should include the following areas:

1. Chairman (one member)
2. General administrator from intermediate unit (executive director, assistant executive director)
3. Psychologist (one member)
4. Mental retardation (one member)
5. Speech and hearing impairment and/or visual impairment (one member)
6. Social and emotional disturbance and/or brain injury/learning disabled (one member)
7. Approved private school representation (one member)

8-9. Physical handicaps and/or gifted and/or multiple handicaps and/or detention homes and/or other category (two members)

Special attention should be paid to the selection of the approved private school representative. The chairman shall select an approved private school representative as a member-at-large. This person should be a key administrator of an approved private school so that he or she will have an overall picture of the special education operations and can lend expertise in program planning and change. (The private school member is used only during the on-site visit, not the self-evaluation). The private school member will serve in his or her member-

at-large role by paying particular attention to the details of the total intermediate unit plan presented to team members on the first day of the on-site visit.

The chairman and psychologist member make reactions upon the same member-at-large basis. Thus, in effect, there are 3 members-at-large. During the first and second days when visits to classrooms are in progress, the 3 members-at-large may accompany any other team member whose specific area of program responsibility is of interest.

Finally, it is strongly suggested that a Division of Special Education staff person be an observer during the evaluation visit. This person will only be an observer-at-large and will not have any input in regard to the evaluation process.

PEER EVALUATION PROGRAM

1973-1974

TEACHER INPUT INSTRUMENT FOR SELF-EVALUATION

Bureau of Special and Compensatory Education

Division of Special Education

Instructions: During 1973-1974, your local intermediate unit is working with the Division of Special Education in Harrisburg to bring about systematic improvements in each of the 29 Intermediate Unit Special Education program operations. Each intermediate unit has been paired with another intermediate unit. During the first half of the year, each intermediate unit will conduct a self-evaluation of its own programs for exceptional children. This "Teacher Input" form is a crucial part of the self-evaluation phase. During the second half of the year, the two intermediate unit's in each pairing will exchange small evaluation teams to obtain an objective "outside" appraisal of strengths and weaknesses of intermediate unit programs.

From the perspective of your day-to-day classroom operations, please list strengths, weaknesses, and specific recommendations for change for each of the following. Write on back of form if more space is required or attach additional sheets. Since your name is not required, we want frank criticism. Please mail the form, after time for careful consideration, to your intermediate unit director of special education.

1. Facilities (e.g., space, lighting, ventilation)

   a. Strengths: _____

   _____

   _____

   _____

b. Weaknesses: _____

_____

_____

_____

c. Specific recommendations for change: _____

_____

_____

_____

2. Materials and equipment (i.e., adequate supply, easy access to those not housed in room, appropriateness to curricular content areas and nature of children):

a. Strength: _____

_____

_____

_____

b. Weaknesses: _____

_____

_____

_____

c. Specific recommendations for change: _____

_____

_____

_____

3. Supervisory support (i.e., appear on regular basis, make specific recommendations that seem appropriate to limits and strengths of the classroom setting, coordinate support system with various other staff members who might be helpful to a child's problems:

a. Strength: _____

_____

_____

_____

b. Weaknesses: _____

_____

_____

_____

c. Specific recommendations for change: _____

_____

_____

_____

4. Specialized support services, such as psychologists, therapists, and social workers (i.e., psychologist makes specific programming recommendations for a child in the evaluation report that are appropriate for the child's problems and are suitable for the available resources; therapists attempt to coordinate their services with the schedule of the teacher):

a. Strengths: _____

_____

_____

_____

b. Weaknesses: _____

_____

_____

_____

c. Specific recommendations for change: _____

_____

_____

_____

5. Curricular considerations (i.e., specific, useful, and structured curriculum guide is available for your area of exceptionality from the intermediate unit; attempts are made to coordinate your curriculum with the sending or receiving school);

a. Strengths: _____

_____

_____

_____

b. Weaknesses: _____

_____

_____

_____

c. Specific recommendations for change: _____

_____

_____

_____

6. General comments and suggestions for change: _____

_____

_____

_____

_____

_____

_____

PEER EVALUATION PROGRAM

1973-1974

CRITERIA FOR BOTH SELF - AND PEER EVALUATIONS

Bureau of Special and Compensatory Education

Division of Special Education

Directions: This form is designed to be used only by the intermediate unit evaluation teams (6 to 8 members) that have been paired in the Peer Evaluation Program (PEP). The procedures outlined in the August, 1973, guidelines for PEP should be followed. When this form is used in the self-evaluation phase, Part I required the most work, since Part II can be completed by synthesizing the major findings from the start-of-the-year "Teacher Input for Self-Evaluation" form. When the "Criteria" form is used in a peer evaluation, then both Part I and Part II must be completed at that time from fresh interviews. Note that Items I through N of Part I are the same as the items under Part II; it will be of interest to note the discrepancy on these criteria between administrative and supervisory personnel on the one hand and teaching staff on the other hand.

Each intermediate unit evaluation team member is to complete one of these "Criteria" forms, (please use back of form or attach additional sheets as necessary). So that the chairman may get back to an individual team member at a later time with questions regarding compilation into a single, final report, each team member is requested to list his or her name and area of examination:

Name: _____

Area: _____

I. Visits with administrative and supervisory personnel

A. Intermediate unit plan (i.e., philosophy, inclusion of all crucial components, how many staff members had input into the plan, specificity, objectives, philosophy):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

B. Professional, non-teaching staff deployment (i.e., use of psychologists time, duties of supervisors, gaining maximum benefits from itinerant services):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

C. Paraprofessional staff deployment (i.e., teacher aides, volunteers, secretaries):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

D. Pupil referral and placement procedures (i.e., inappropriate referrals, follow-up on referrals, turnaround time till placement, inappropriate placements):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

E. Overall program design (i.e., adequacy of interrelationship among programs for various exceptionality areas: adequacy of interrelationships among functions provided under self-contained classes, resource rooms, itinerant services, and home services):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

F. Involvement with local districts (i.e., planning, reintegration of children with regular classes, intermediate unit supervisory relationship with district-operated classes, rendering of intermediate unit

psychological services, joint in-service arrangements).

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

G. Relationships and coordination with private schools and other agencies (i.e., appropriate use of their capabilities, planning):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

H. Staff qualifications (i.e., certification, experience):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

I. Facilities (i.e., space, lighting, ventilation):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

J. Materials and equipment (i.e., adequate supply, easy access to those not housed in room, appropriateness to curricular content areas and nature of children):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

K. Supervisory support (i.e., appear on regular basis, make specific recommendations that seem appropriate to limits and strengths of the classroom setting, coordinate support system with various other staff members who might be helpful to a child's problems:

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

L. Specialized support services, such as psychologists, therapists, and social workers (i.e., psychologist makes specific programming recommendations for

a child in the evaluation report that are appropriate for the child's problems and are suitable for the available resources; therapists attempt to coordinate their services with the schedule of the teacher):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

M. Curricular consideration (i.e., a specific, useful and structured curriculum guide is available for your area of exceptionality from the intermediate unit; attempts are made to coordinate your curriculum with the sending or receiving school):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

N. General comments and suggestions for change: _____

_____

_____

_____

_____

_____

_____

II. Visits with teaching staff and examination of actual programs

A. Facilities (i.e., space, lighting, ventilation):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

B. Materials and equipment (i.e., adequate supply, easy access to those not housed in room, appropriateness to curricular content areas and nature of children):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

C. Supervisory support (i.e., appear on regular bases, make specific recommendations that seem appropriate to limits and strengths of the classroom setting, coordinate support system with various other staff members who might be helpful to a child's problems):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

D. Specialized support services, such as psychologists, therapists, and social workers (i.e., psychologist makes specific programming recommendations for a child in the evaluation report that are appropriate for the child's problems and are suitable for the available resources; therapists attempt to coordinate their services with the schedule of the teacher):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

E. Curricular considerations (i.e., a specific, useful, and structured curriculum guide is available for your area of exceptionality from the intermediate unit; attempts are made to coordinate your curriculum with the sending or receiving school):

Strengths: _____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

Specific recommendations for change: _____

_____

_____

_____

F. General comments and suggestions for change: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

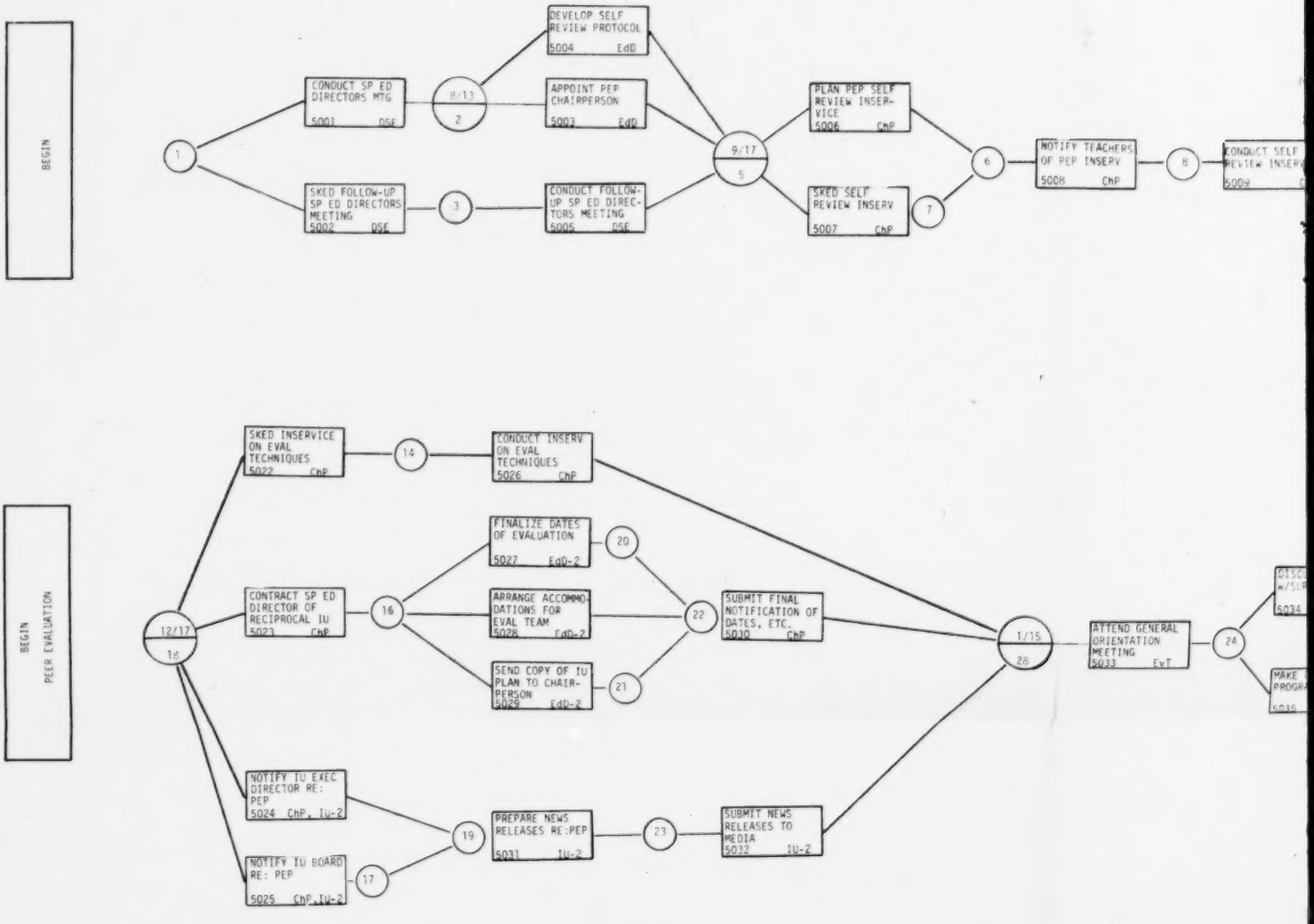
_____

_____

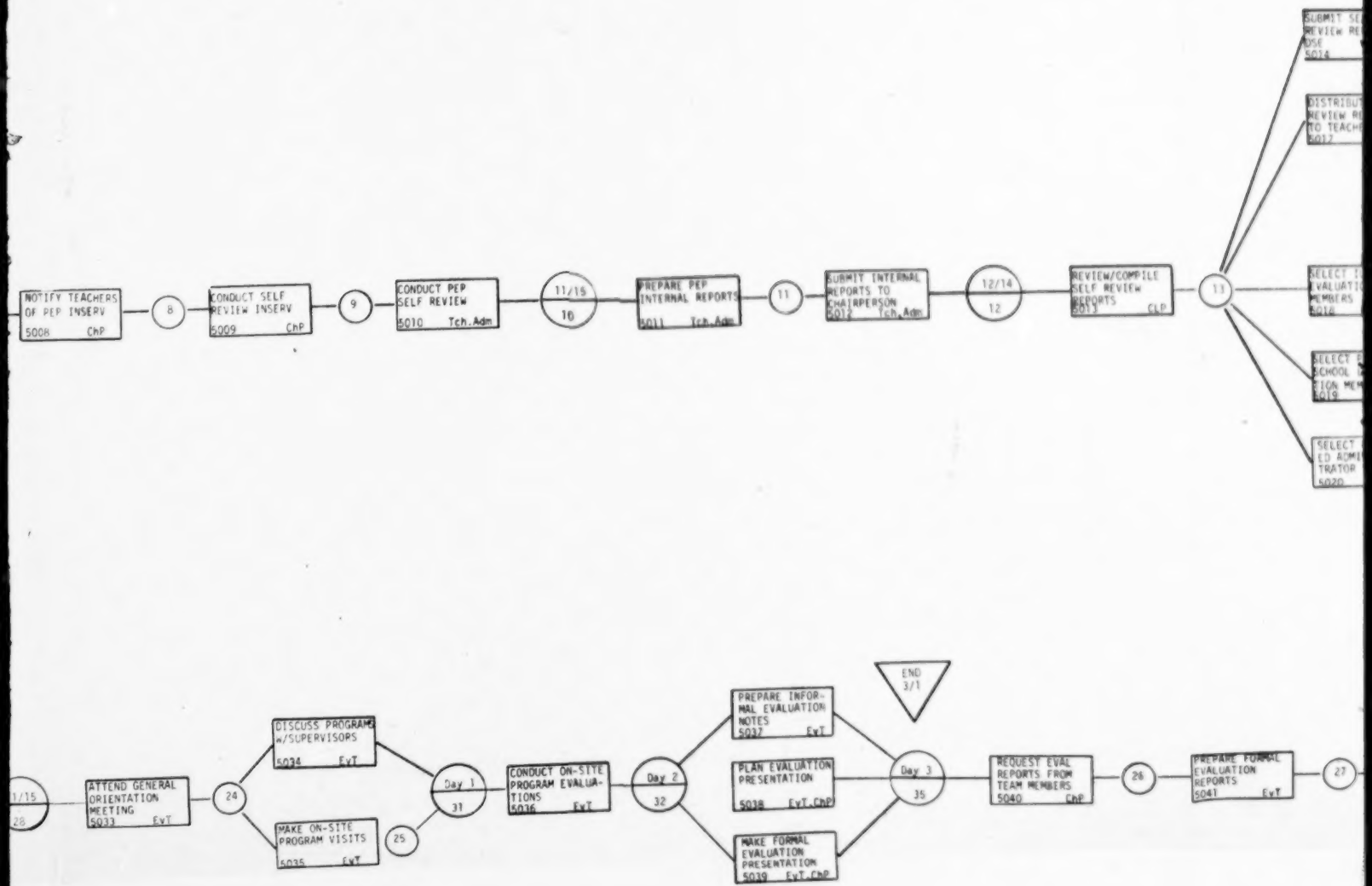
_____

"PEP"
PEER EVALUATION PROG

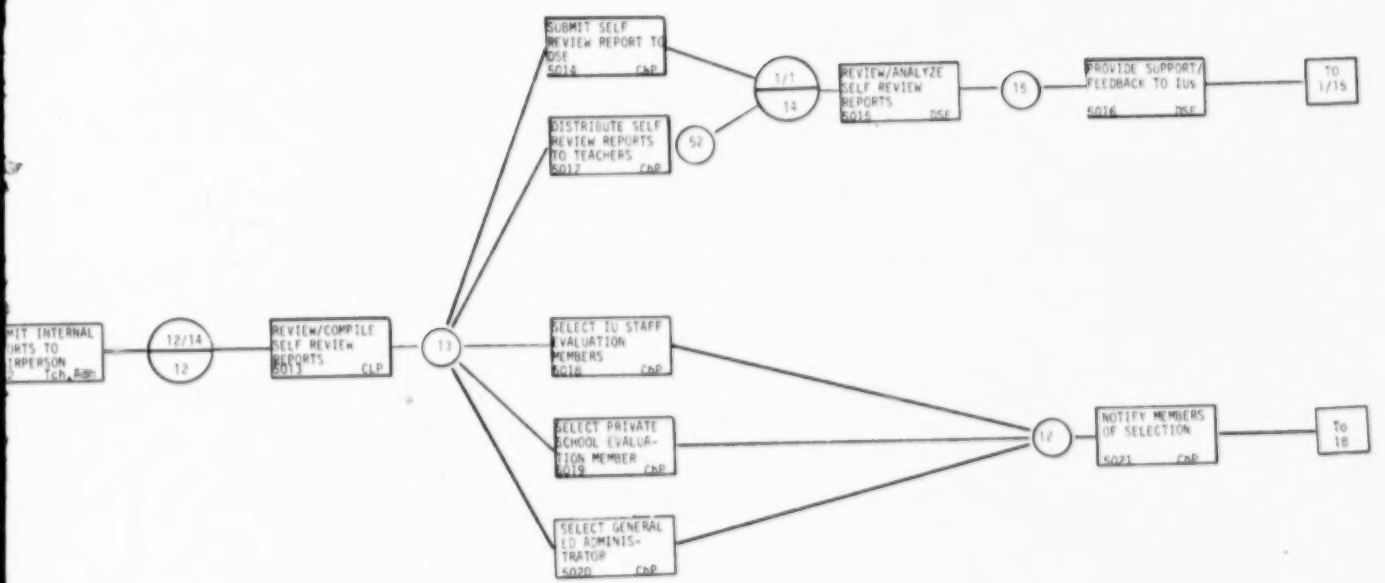
A SYSTEMATIC APPROACH TO EVALUATING EDUCATION PROGRAMS*

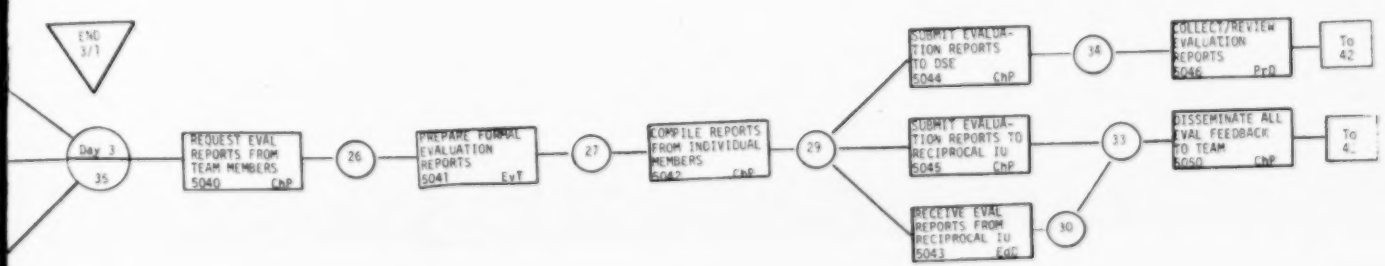


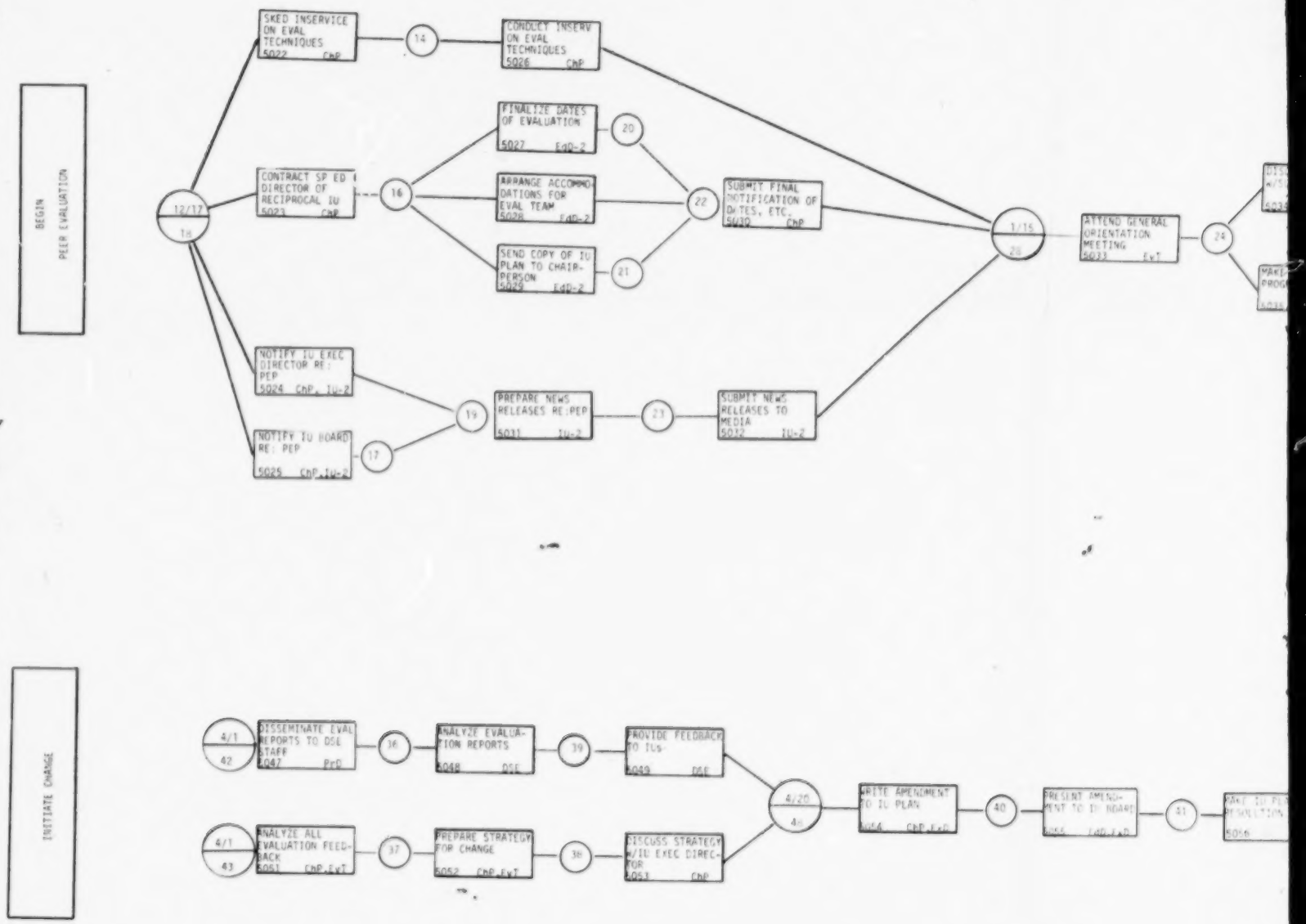
PROGRAM


NOTIFY TEACHERS OF PEP INSERV
5008 ChP
8
CONDUCT SELF REVIEW INSERV
5009 ChP
9
CONDUCT PEP SELF REVIEW
5010 Tch.Adm
11/15
10
PREPARE PEP INTERNAL REPORTS
5011 Tch.Adm
11
SUBMIT INTERNAL REPORTS TO CHAIRPERSON
5012 Tch.Adm
12/14
12
REVIEW/COMPILE SELF REVIEW REPORTS
5013 ChP
13
SUBMIT SE
REVIEW RE
DSE
5018
DISTRIBUT
REVIEW RE
TO TEACHE
5017
SELECT
EVALUATI
MEMBERS
5016
SELECT
SCHOOL
TION ME
5015
SELECT
ED ADMI
TRATOR
5020

1/15
28
ATTEND GENERAL ORIENTATION MEETING
5033 EvT
24
DISCUSS PROGRAMS w/SUPERVISORS
5034 EvT
MAKE ON-SITE PROGRAM VISITS
5035 EvT
25
Day 1
31
CONDUCT ON-SITE PROGRAM EVALUATIONS
5036 EvT
Day 2
32
PREPARE INFORMAL EVALUATION NOTES
5037 EvT
PLAN EVALUATION PRESENTATION
5038 EvT.ChP
MAKE FORMAL EVALUATION PRESENTATION
5039 EvT.ChP
END 3/1
Day 3
35
REQUEST EVAL REPORTS FROM TEAM MEMBERS
5040 ChP
26
PREPARE FORMAL EVALUATION REPORTS
5041 EvT
27

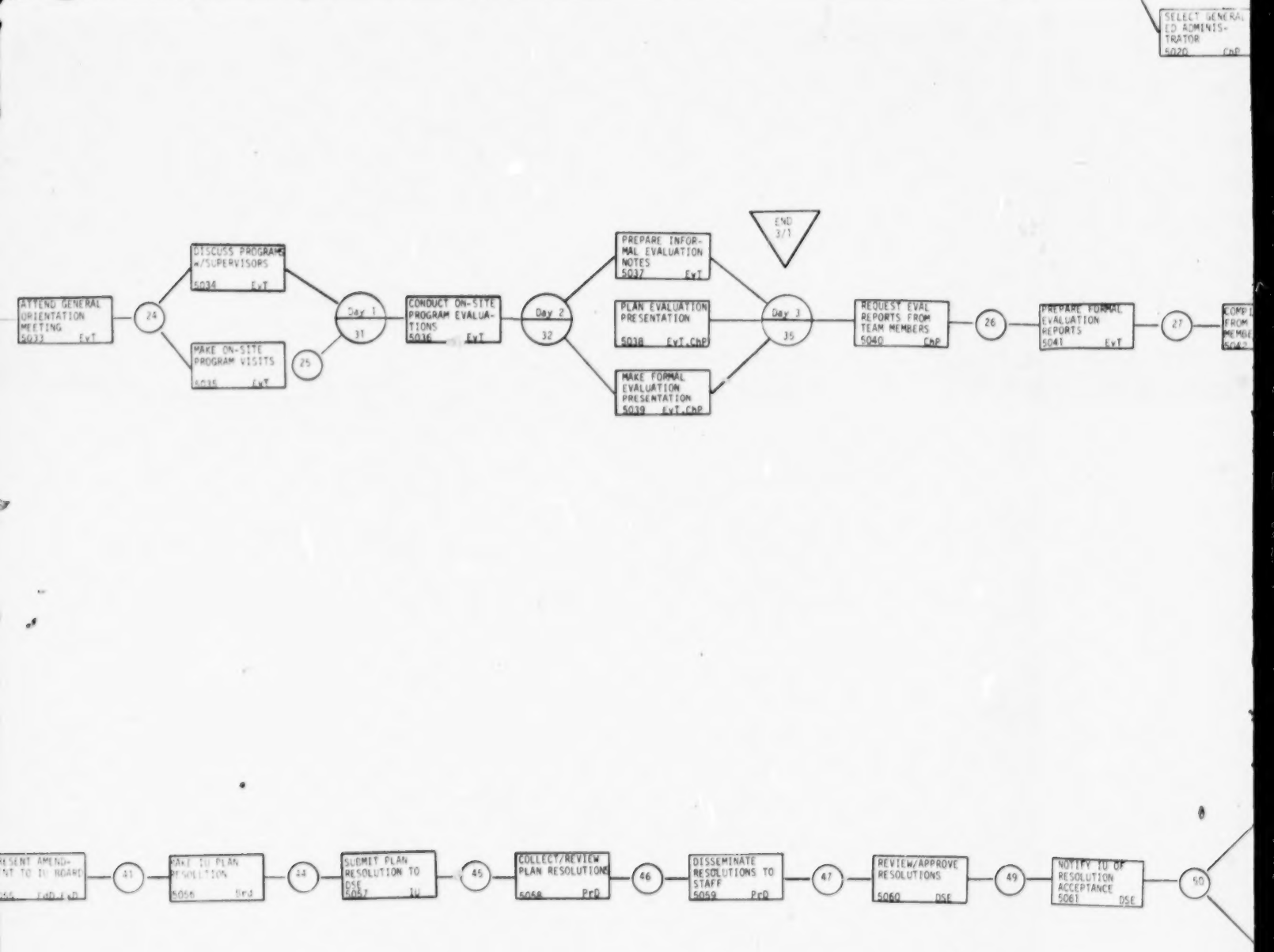

SUBMIT SELF REVIEW REPORT TO DSE
5018 ChP
DISTRIBUTE SELF REVIEW REPORTS TO TEACHERS
5017 ChP
52
1/1
14
REVIEW/ANALYZE SELF REVIEW REPORTS
5015 DSE
15
PROVIDE SUPPORT/ FEEDBACK TO IUs
5016 DSE
TO 1/15
IT INTERNAL TS TO RPERSON Tch Asp
12/14
12
REVIEW/COMPILE SELF REVIEW REPORTS
5013 CLP
13
SELECT IU STAFF EVALUATION MEMBERS
5018 ChP
SELECT PRIVATE SCHOOL EVALUATION MEMBER
5019 ChP
SELECT GENERAL ED ADMINISTRATOR
5020 ChP
17
NOTIFY MEMBERS OF SELECTION
5021 ChP
To 18
END
SELF EVALUATION AND PLANNING


END 3/7
Day 3
35
REQUEST EVAL REPORTS FROM TEAM MEMBERS
5040 ChP
26
PREPARE FORMAL EVALUATION REPORTS
5041 EvT
27
COMPILE REPORTS FROM INDIVIDUAL MEMBERS
5042 ChP
29
SUBMIT EVALUATION REPORTS TO DSE
5044 ChP
34
COLLECT/REVIEW EVALUATION REPORTS
5046 PrD
To 42
SUBMIT EVALUATION REPORTS TO RECIPROCAL IU
5045 ChP
33
DISSEMINATE ALL EVAL FEEDBACK TO TEAM
5050 ChP
To 4
RECEIVE EVAL REPORTS FROM RECIPROCAL IU
5043 EdC
30
END
PEER EVALUATION


BEGIN
PEER EVALUATION
SKED INSERVICE ON EVAL TECHNIQUES 5022 ChP
CONDUCT INSERV ON EVAL TECHNIQUES 5026 ChP
FINALIZE DATES OF EVALUATION 5027 EdD-2
CONTRACT SP ED DIRECTOR OF RECIPROCAL IU 5023 ChP
ARRANGE ACCOMMODATIONS FOR EVAL TEAM 5028 EdD-2
SEND COPY OF IU PLAN TO CHAIRPERSON 5029 EdD-2
SUBMIT FINAL NOTIFICATION OF DATES, ETC. 5030 ChP
ATTEND GENERAL ORIENTATION MEETING 5033 EvT
NOTIFY IU EXEC DIRECTOR RE: PEP 5024 ChP, IU-2
NOTIFY IU BOARD RE: PEP 5025 ChP, IU-2
PREPARE NEWS RELEASES RE: PEP 5031 IU-2
SUBMIT NEWS RELEASES TO MEDIA 5032 IU-2
INITIATE CHANGE
DISSEMINATE EVAL REPORTS TO DSE STAFF 5047 PrP
ANALYZE EVALUATION REPORTS 5048 DSE
PROVIDE FEEDBACK TO IUs 5049 DSE
ANALYZE ALL EVALUATION FEEDBACK 5051 ChP, EvT
PREPARE STRATEGY FOR CHANGE 5052 ChP, EvT
DISCUSS STRATEGY W/IU EXEC DIRECTOR 5053 ChP
WRITE AMENDMENT TO IU PLAN 5054 ChP, EdD
PRESENT AMENDMENT TO IU BOARD 5055 EdD, EdD

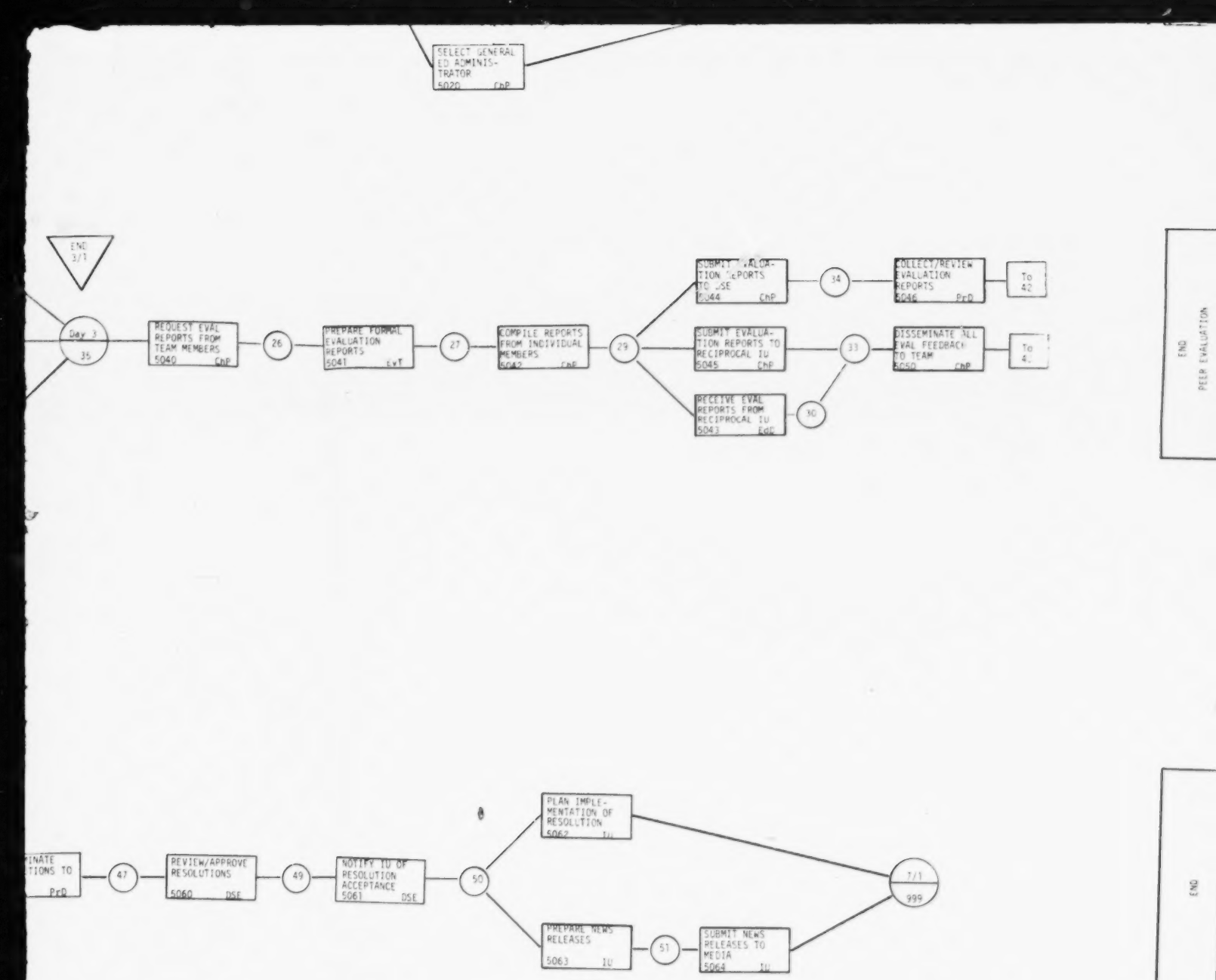
Bureau of Special and Compensatory Education
Division of Special Education
Jeffery N. Grotsky, Coordinator and
Principal Author

*PEP IS APPLICABLE TO INTERMEDIATE UNIT AND DISTRICT SPECIAL EDUCATION AND REGULAR CLASS PROGRAMS



KEY

Adm	IU Administrators
Brd	IU Board
ChP	Chairperson
DSE	DSE Staff
EdD	IU Sp Ed Director
EdD-2	Sp Ed Director (IU To Be Evaluated)
EvT	Evaluation Team
ExD	IU Exec Director
ExD-2	Exec Director (IU To Be Evaluated)
IU-2	IU (To Be Evaluated)
PrD	PEP Director
Tch	Teachers



KEY

Adm	IU Administrators
Brd	IU Board
ChP	Chairperson
DSE	DSE Staff
EdD	IU Sp Ed Director
EdD-2	Sp Ed Director (IU To Be Evaluated)
EvT	Evaluation Team
ExD	IU Exec Director
ExD-2	Exec Director (IU To Be Evaluated)
IU-2	IU (To Be Evaluated)
PrD	PEP Director
Tch	Teachers

VORT CORPORATION

IU PLAN PHASE II

"PEP" NETWORK

INTERMEDIATE UNITS

AS ENACTED BY THE PENNSYLVANIA LEGISLATURE
HOUSE BILL 40–ACT 102
SENATE BILL 1225–ACT 103